DOCUMENT RESUME

ED 036 023 EC 004 915

TITLE MENTAL RETARDATION; GENERAL REFERENCES. EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES.

INSTITUTION COUNCIL FOR EXCEPTIONAL CHILDREN, ARLINGTON, VA. INFORMATION CENTER ON EXCEPTIONAL CHILDREN.

SPONS AGENCY OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF EDUCATION FOR THE HANDICAPPED.

PUB DATE SEP 69

NOTE 6P.

EDRS PRICE EDRS PRICE MF-$0.25 HC-$0.40

DESCRIPTORS ABSTRACTS, *BIBLIOGRAPHIES, EDUCATIONAL PROGRAMS, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, TEACHING METHODS

ABSTRACT

INCLUDED ARE 12 ABSTRACTS AND DESCRIPTIVE TERMS DESIGNED PRINCIPALLY FOR THE GENERAL AUDIENCE DEALING WITH THE MENTALLY HANDICAPPED. DOCUMENTS INCLUDED CONCERN GENERAL INFORMATION ON RETARDATION, EDUCATION, TEACHING METHODS, AND ADVICE FOR PARENTS. ALSO PROVIDED ARE A SUBJECT AND AUTHOR INDEX, USER INFORMATION, AND ORDERING PROCEDURES FOR THE TOTAL BIBLIOGRAPHY OR INDIVIDUAL DOCUMENTS. (JM)

ED036023

EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES

MENTAL RETARDATION

General References

September 1969

ED036023

CEC INFORMATION CENTER ON EXCEPTIONAL CHILDREN

The Council for Exceptional Children
1499 Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202

An Educational Resources Information Center and member of the
Special Education IMC/RMC Network

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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ABSTRACT 1

EC 000 016 ED 011 413
Publ. Date 66 126p.
Allen, Amy A.; Cross, Jacque L.
Suggested Basic Materials for Slow Learning Children.
Ohio Dept. Of Educ., Columbus
EDRS mf,hc

Descriptors: exceptional child education; instructional materials; mentally handicapped; educable mentally handicapped; language arts; sciences; arithmetic; social studies; annotated bibliographies; children; elementary grades; secondary grades; Columbus

Basic instructional materials for educable mentally retarded children of primary, elementary, junior high, and senior high levels are listed, described, and evaluated under the headings of language arts, arithmetic, social studies, and science. Materials include books, charts, signs, geometric shapes, symbols, flash cards, maps, newspapers, and other visual and manipulative instructional materials. Publishers are included for each material. A bibliography contains 46 references. (CG)

ABSTRACT 2

EC 000 384 ED 015 570
Publ. Date 65
Bensberg, Gerard J.
Teaching the Mentally Retarded, a Handbook for Ward Personnel.
Southern Regional Educ. Bd., Atlanta, Georgia
National Institute Of Mental Health, Bethesda, Maryland
EDRS not available

Descriptors: exceptional child education; reinforcement; mentally handicapped; attendant training; positive reinforcement; behavior change; child development; children; custodial mentally handicapped; educable mentally handicapped; language development; language skills; learning; physical characteristics; program planning; psychological characteristics; psychomotor skills; skill development; residential care; social development; trainable mentally handicapped; training techniques; self care skills

Written for attendants, volunteers, professional people, and parents, this manual presents principles and methods for teaching the mentally retarded to be as independent as possible. The first section provides general information on the developmental characteristics of normal children and contrasts these with some of the needs of the retarded. Principles of teaching the retarded, including sections on motivation and learning, attention span, attitudes of attendants, and expectations of success are discussed. Teaching of self care skills (motor, sound and language) is included. Commercial and specially devised pictures and drawings of equipment for specific handicaps are included. Section two presents general principles and detailed lesson plans for teaching by positive reinforcement or reward. Evaluation is discussed and a sample check list for this purpose is included. Three related articles, a glossary, a list of resource materials, and a 26-item bibliography are included. This document was published by the Southern Regional Education Board. 130 Sixth Street, N.W., Atlanta, Georgia 30313. (JZ)

ABSTRACT 3

EC 002 354 ED 018 060
Publ. Date 05 Apr 68 80p.
Mason, Joseph A. And Others
Education and Training Directory of Special Education Classes, CONUS and Overseas.
Department Of The Army, Washington, D. C., USDESEA
EDRS mf,hc

Descriptors: exceptional child education; educational facilities; special classes; directories; educable mentally handicapped; school surveys; trainable mentally handicapped; physically handicapped; orthopedically handicapped; neurologically handicapped; emotionally disturbed; speech therapy; military personnel; speech handicapped; blind; deaf; visually handicapped; aurally handicapped; handicapped; children; adolescents; handicapped children

Based on the best available data, the directory provides information concerning the location of special education classes on or within commuting distance (30 miles) of most U.S. military installations in the continental United States, Alaska, Hawaii, the Canal Zone, the Atlantic Area, the Pacific Area, and the European Area. An index by state and country or area lists the military installations alphabetically in each location. Subheaded under each installation is the alphabetical list of the communities (with county location for the states) near that installation having special education classes. The distance in miles from the city to the installation is also included. The presence of classes (and in some cases the number of classes) for the following groups is noted--educable mentally retarded, trainable mentally retarded, orthopedically handicapped, neurologically handicapped, emotionally disturbed, and speech handicapped. In addition, an alphabetical listing of military installations shows where each installation is located. This document was distributed by the Directorate, United States Dependents Schools, European Area, APO 09164. (JD)

ABSTRACT 4

EC 001 090 ED 014 835
Publ. Date 65
Baumgartner, Bernice B.
Guiding the Retarded Child, an Approach to a Total Educational Program.
EDRS not available

Descriptors: exceptional child education; teaching methods; curriculum; mentally handicapped; educable mentally handicapped; curriculum guides; educational objectives; learning activities; physical education; preschool children; scheduling; special classes; teacher evaluation; teacher responsibility; teacher role; teaching procedures; teaching guides; educational programs

An approach to educating the mentally retarded child, with the emphasis on providing a comprehensive educational program based on creating a home-school-community environment is presented in this book addressed to special education and special subject teachers, to the regular classroom teacher with a mentally retarded child in his class, and to administrators, parents, and other professionals working with the mentally retarded. The role and functions of the teacher, as he creates a beneficial environment for learning, form the first area of consideration. The use of social communication as the key to experience is discussed. Recording observations, writing reports, and preparing daily plans is explained and shown to be necessary for plotting a realistic long-range course. The importance of scheduling time is noted. The following section deals with specific subjects, both academic and those fostering creative and recreational growth. The comprehensive environment approach is related to the language arts, social studies, arithmetic, science, physical education, music, art, homemaking, and occupational education. The final section enumerates and describes appropriate learning situations and discusses the total program concept. Selected references for professionals and students are included in some chapters. This document was published by the John Day Co., New York, New York, and is available for $6.95. (MS)

ABSTRACT 5

EC 000 854 ED 015 591
Publ. Date 64
Garton, Malinda Dean
Teaching the Educable Mentally Retarded, Practical Methods.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; educable mentally handicapped; units of study (subject fields); teaching guides; curriculum planning; educational objectives; educational principles; educational programs; elementary grades; group relations; instructional materials; secondary grades; sensory experience; student characteristics; teaching techniques

Addressed to problems related with teaching the educable mentally retarded, this volume contains non-technical information, suggestions, examples, and methods of teaching from the prereadiness stage to the prevocational areas. The contents which are directed to parents, teachers, and other workers discuss characteristics of the educable mentally retarded, objectives in education, curriculum suggestions, and methods for implementing the suggestions. Chapter 1 is devoted to objectives for the educable mentally retarded including purposes and promotion of a program and a discussion of physical and mental health. In chapter 2, characterisitics of

the educable mentally retarded, definition, etiology, history, and discovery of the child are discussed. Teaching techniques and general experiences are the topics of chapter 3 with reference to discipline and teacher-parent relationships. Chapters 4 and 5 contain an analysis of the curriculum, units of work at various levels, and related problems encountered by teachers and students. Chapters 6 through 13 deal with the presentation of various subject matter and sensory training to the educable retarded including writing, spelling, music, arts and crafts, arithmetic, and audio-visual training. A summary and references follow each chapter. This document was published by Charles C Thomas, Springfield, Illinois, and is available for $8.50. (MU)

ABSTRACT 6

EC 000 583 ED 012 997
Publ. Date 01 Aug 66 51p.
Fearon, Ross E.
Mental Retardation, Catalog of Library Accessions.
Farmington State College, Maine
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; bibliographies; mental retardation; educable mentally handicapped; trainable mentally handicapped; children; adolescents; adults

Listing about 570 items, this bibliography represents the mental retardation collection at Mantor Library, Farmington State College. Items are listed by Dewey Decimal classification number or vertical file number. Included are curriculum and teacher guides, program descriptions, parent handbooks, conference proceedings, directories, research reports, journal articles, and others ranging in publication date from 1907 to 1966. All levels of mental retardation and all age levels are included. This bulletin is the first in a series cataloging the library's listings in special education. This document is the Special Education Bulletin of Farmington State College, Volume 4, Number 1, August 1, 1966. (JA)

ABSTRACT 7

EC 001 809 ED 019 786
Publ. Date 65
The Mentally Retarded Child in the Classroom. The Psychological Foundations of Education Series.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; program planning; educable mentally handicapped; etiology; identification; individual characteristics; school services; school personnel; preschool programs; elementary programs; secondary education; parent responsibility; community responsibility; secondary grades; elementary grades

Background information is provided to enable teachers and others involved in the education of mentally retarded children to recognize and to meet effectively the children's needs. Eight topics are considered--(1) nature and causes, (2) identification, (3) services (personnel), (4) program planning, (5) preschool program, (6) elementary school program, (7) secondary school program, and (8) parent and community responsibility. References are cited for each topic. This document was published by the MacMillan Company, 866 Third Avenue, New York, New York 10022, and is available for $1.35. (DF)

ABSTRACT 8

EC 001 248 ED 015 606
Publ. Date 65
The Mentally Retarded Child.
EDRS not available

Descriptors: exceptional child education; family (sociological unit); mentally handicapped; mental retardation; adolescents; adults; anatomy; children; clinical diagnosis; community responsibility; custodial mentally handicapped; educable mentally handicapped; etiology; medical evaluation; medical treatment; parent child relationship; parent counseling; parents; parent reaction; parent responsibility; prevention; trainable mentally handicapped; Levinson Research Foundation

A revision by the Levinson Foundation staff of a book written by Dr. Abraham Levinson in 1952, and written for parents of mentally retarded children, this book reviews typical parental reactions to the birth of a retarded child and offers advice on home care, sibling acceptance, and discipline. Its contents include such matters as historical background, the concept of mental retardation, structure and function of the brain, team approach to diagnosis, early recognition, causes, treatment, prevention, education, community and state responsibility, progress in research, and outlook for the future. The final chapter contains answers to 29 specific questions most often asked by parents. Also included are sources of current annotated listings of schools and institutions and a list of 22 selected readings. This document was published by the John Day Company, 62 West 45th Street, New York, New York 10036, and is available for $4.50. (DF)

ABSTRACT 9

EC 000 085 ED N.A.
Publ. Date 61 224p.
Carlson, Bernice Wells; Ginglend, David R.
Play Activities for the Retarded Child; How to Help Him Grow and Learn through Music, Games, Handicraft, and Other Play Activities.
EDRS not available
Abington Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($4.00).

Descriptors: exceptional child education; recreation; mentally handicapped; art activities; music activities; recreational activities; dramatic play; art materials; childrens games; choral speaking; classroom games; dance; educable mentally handicapped; games; handicrafts; instrumentation; painting; playground activities; singing; trainable mentally handicapped; music; art

Activities suitable for mentally retarded children of less than 6 years in mental age are described in detail. The need to play and goals for play are discussed. Chapters consider informal and imaginative play, follow the leader, choral speaking, table work and games, handicrafts, music, and miscellaneous games. A list of 32 books and pamphlets of project ideas and background information on retardation is included. (JW)

ABSTRACT 10

EC 002 684 ED N.A.
Publ. Date 63 580p.
Dunn, Lloyd M., Ed.
Exceptional Children in the Schools.
George Peabody College For Teachers, Nashville, Tennessee
EDRS not available
Holt, Rinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Descriptors: exceptional child education; educational needs; administration; program planning; individual characteristics; gifted; instructional materials; educational programs; incidence; mentally handicapped; identification; educable mentally handicapped; trainable mentally handicapped; emotionally disturbed; speech handicapped; aurally handicapped; visually handicapped; physically handicapped; learning disabilities; neurologically handicapped; socially maladjusted; deaf; blind; hard of hearing; partially sighted; orthopedically handicapped

Intended as a survey text for college students in special education or as a reference for non-educators associated with the schools, the book includes 10 chapters by seven authors treating exceptional children in the schools. A general overview is presented and exceptionality and the problem of adjustment are discussed. Areas of exceptionality considered include the educable mentally retarded, trainable mentally retarded, gifted, emotionally disturbed and socially maladjusted, speech impaired, deaf and hard of hearing, blind and partially seeing, and crippled and neurologically impaired. Each exceptionality is defined and discussed in terms of prevalence, identification, characteristics, educational procedures, and resources. For each, references, films, and resources are listed. (LE)

ABSTRACT 11

EC 002 792 ED N.A.
Publ. Date 65 571p.
Garrison, Karl C.; Force, Dewey G., Jr.
The Psychology of Exceptional Children.
EDRS not available
The Ronald Press Company, 79 Madison Avenue, New York, New York 10016.

Descriptors: exceptional child education; mentally handicapped; gifted; delinquency; aurally handicapped; speech

handicapped; visually handicapped; physically handicapped; orthopedically handicapped; learning disabilities; minimally brain injured; cerebral palsy; special health problems; emotionally disturbed; socially maladjusted; social adjustment; emotional adjustment; individual characteristics; identification; educational programs; psychology

An overview of children as human resources and a philosophy of education are presented. The following areas of exceptionality are then considered: educable and trainable mentally retarded, gifted, speech and hearing impaired, visually handicapped, and crippled; and children with brain damage, cerebral palsy, special health problems, and emotional and social problems. The definition, characteristics, identification, and social-emotional adjustment of children in each category are discussed along with educational needs and provisions. A bibliography annotates 10 references; a glossary defines 126 terms; and a directory lists 59 sixteen-millimeter films and 39 film sources. (Author)

ABSTRACT 12

EC 003 329 ED N.A.
Publ. Date 68 25p.
Hello World.
President's Committee On Mental Retardation, Washington, D. C.
EDRS not available
The President's Committee On Mental Retardation, Washington, D. C. 20201.

Descriptors: exceptional child education; mentally handicapped; disadvantaged youth; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; mongolism; prevention; etiology; parent education; volunteers; careers; public support

Meant to further an understanding of the mentally retarded, the pamphlet presents examples of retardation caused by poverty and by inborn defect and considers the care and training of the severely and profoundly retarded and the prevention of mental retardation. Also considered are advice to parents, the need for volunteers, careers in working with the retarded, and areas in which concerned citizens may help. (LE)